

South Carolina Department of Education

Correctional Education Initiative State Prisons, Pre-Release Centers, County or City Jails 2006-07 Program

Funded under the
Workforce Investment Act, Title II
Adult Education and Family Literacy Act

Request for Proposals (RFP) Discretionary Competitive Subgrant Application Package



Deadline for Receipt of Applications:
4:00 p.m., Monday, July 31, 2006

Inez Moore Tenenbaum
State Superintendent of Education

Contact Information:

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South Carolina Department of Education
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PART I: General Information

A. Introduction/Background

Title II of the Workforce Investment Act, Adult Education and Family Literacy, Public Law 105-220, Section 225, provides federal funds to carry out corrections education.

The purpose of this two-year grant is to provide funds for the cost of educational programs for criminal offenders in correctional institutions including academic programs for basic education, special education programs, English literacy, and secondary school credit programs.

The Correctional Education Initiative provides incarcerated adults an adult education program comprised of academic offerings that are of a high degree of consistency, continuity, and quality. State prisons, pre-release centers, county or city jails are targeted in this initiative.

The Correctional Education Initiative will offer a “prescriptive package” of opportunities consisting of: Pre-GED and/or GED classes and WorkKeys (required offerings). Additional curriculums such as basic reading/math, keyboarding, Introduction to Computers, and Work Core may also be offered if there is an identified need that is agreed upon by the institution’s administrator.

The Correctional Education Initiative will offer a minimum of 15 instructional hours per week for forty-eight (48) weeks. The State Department of Education (SDE) will support thirteen (13) instructional hours per week. The local adult education program must contribute a minimum of two (2) additional hours per week.

B. Definitions of Terms Used

Adult education program—(State Board Regulation No. R 43-237.1) The program of adult education is provided for adults who want to acquire a basic education, to prepare for the tests of General Educational Development (GED), to develop literacy skills, to obtain the knowledge and skills necessary for employment and self-sufficiency, or to complete the requirements for a state high school diploma. Enrollment in the program of adult education for a state high school diploma shall be limited to adults who are residents in South Carolina.

Criminal offender – any individual who is charged with or convicted of any criminal offense.

Correctional institution – any prison, jail, reformatory, work farm, detention center, half-way house, community –based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Literacy—an individual’s ability to read, write, and speak in English and compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

C. Eligible Applicants

Applicants may apply under one category of corrections ONLY (as a prison OR a pre-release center OR a county jail OR a city jail). Community-based and faith-based non-profit organizations (CBO's, FBO's), institutions of higher education, and adult basic education programs within school districts who operate or plan to operate programs within state prisons and/or pre-release centers are eligible to apply for this grant. Eligible providers will serve as their own fiscal agents.

D. Estimated Available Funds

The total funds available for this discretionary competitive subgrant program is approximately \$270,000.

E. Estimated Number, Range, and Average Size of Awards

The SDE anticipates funding approximately 13 grants of up to \$20,500 each for the first year of the two-year grant cycle, and we anticipate similar federal funding will be available for the second year of the two-year cycle, subject to appropriations from the U.S. Congress. Funding for the second year is contingent upon performance, reporting, and appropriations.

F. Grant Funding Period

The grant funding period will be from September 1, 2006, through August 31, 2007. Continuation funding for year two is contingent upon Congressional appropriations and the applicant's success in year one of the program.

G. Statutory Requirements

1. Funds must be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for
 - i. basic skills education;
 - ii. special education programs as determined by the eligible agency;
 - iii. reading, writing, speaking, and math programs; and
 - iv. secondary school credit or diploma programs or their recognized equivalent.
2. Applicants must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.
3. Each subgrant application must contain an appropriate GEPA statement as described in this application package.
4. A funded applicant must agree that:
 - i. funds will be used to develop, implement, and improve adult education and literacy activities within its service area.
 - ii. it is subject to the same federal and state requirements for reporting as AEFLA basic grant funded programs and understands that failure to meet reporting

- requirements or outcome projections may result in immediate suspension of funding
- iii. not more than 5% of funds can be used for administrative purposes (planning, administration, personnel development, and interagency coordination)
 - iv. it will be evaluated annually, and evaluation results may impact future funding
 - v. it will use the Edvantage/LiteracyPro data collection system to submit NRS data concerning its program. National Reporting System's (NRS) Outcome Measures Definitions are located on pages 23–27 of this RFP.
5. Under AEFLA, all funded providers must demonstrate--
- i. the eligible provider's measurable goals for participant outcomes to be achieved annually on the core indicators of performance and employment performance indicators described in section 212(b)(2);
 - ii. the past effectiveness of the eligible provider in improving the basic academic skills of adults and, for eligible providers receiving grants in the prior year, the success of the eligible provider receiving funding under this title in meeting or exceeding its performance goals in the prior year;
 - iii. the commitment of the eligible provider to serve individuals in the community who are the most in need of basic academic skills instruction services, including individuals who are low-income or have minimal reading, writing, speaking, and math skills, or limited English proficiency;
 - iv. is of sufficient intensity and duration for participants to achieve substantial learning gains; and
 - v. uses instructional practices that include the essential components of reading instruction;
 - vi. educational practices are based on scientifically based research;
 - vii. the activities of the eligible provider effectively employ advances in technology, as appropriate, including the use of computers;
 - viii. the activities provide instruction in real-life contexts, when appropriate and scientifically based, to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
 - ix. the activities are staffed by well-trained instructors, counselors, and administrators;
 - x. the activities are coordinated with other available resources in the community, such as through strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, community-based and faith-based organizations, and social service agencies;
 - xi. the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
 - xii. the activities include a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance against the performance measures established by the eligible agency;
 - xiii. the local communities have a demonstrated need for additional English language acquisition programs;
 - xiv. the capacity of the eligible provider to produce valid information on performance results, including enrollments and measurable participant outcomes;
 - xv. adult basic skills and family literacy education programs offer rigorous reading, writing, speaking, and math content that are based on scientific research; and

- xvi. applications of technology, and services to be provided by the eligible providers, are of sufficient intensity and duration to increase the amount and quality of learning and lead to measurable learning gains within specified time periods.

H. Authorized Activities

- Applicants receiving funds must use the subgrant to establish or operate one or more programs that provide services or instruction in adult education and literacy skills. The Correctional Education Initiative will offer a “prescriptive package” of opportunities consisting of: Pre-GED and/or GED classes and WorkKeys (required offerings). Additional curriculums such as basic reading/math, keyboarding, Introduction to Computers, and Work Core may also be offered if there is an identified need that is agreed upon by the institution’s administrator.
- Each applicant must use **managed enrollment** in its program.
- The Correctional Education Initiative will offer a minimum of 15 instructional hours per week for forty-eight (48) weeks. The State Department of Education (SDE) will support thirteen (13) instructional hours per week. The local adult education program must contribute the additional two (2) hours per week. **Please note that the hours of instruction do not include additional teacher preparation time.**
- Adult students must follow the assessment/intake procedure with a student academic profile generated for each participant.
- According to the South Carolina State Plan, teachers in SDE-approved programs are required to be certified. No certification is required for volunteers rendering basic literacy instruction that involves one-on-one and/or small group tutoring (see 3.2).
- Face-to-face and directed teaching are preferred. (Labs are restricted to computer-assisted instruction only.)

I. Supplement, Not Supplant

Correctional Educational Initiative funding received shall supplement and not supplant other state or local public funds expended for adult education and literacy activities. If current expenditures are being paid from state and local public funds, a funded applicant may not start paying for those expenditures from these subgrant funds. An applicant also cannot remove or transfer funding from this federally supported program to another program because this grant has been received.

J. Required Reporting

Each applicant whose subgrant proposal is funded must comply with all subgrant requirements. Funded applicants will be required to submit NRS data quarterly: October, January, April, and July. A performance report must be submitted following the first year of funding.

The SDE’s Office of Finance must receive final expenditure reports no later than September 30, 2006. Funded applicants must submit to the Office of Adult and Community Education an annual narrative report that includes a financial report, provides a description of successful activities and services supported with the grants funds, and includes the number of participants served.

K. Competitive Priorities

Only those Correctional Education Initiative programs that received funding in 2005–06, met all statutory requirements, and attained their performance measures are eligible to receive up to a total of 10 extra points. These points will be awarded based on a review of 2005-2006 performance measures, correctional education activities/initiatives, and participation in training opportunities. All applicants who are asking for competitive priority consideration must submit the application for Competitive Priority with their application package.

L. Review and Selection Process

Each application for funds will be reviewed by two readers who meet established criteria for reviewers set by the SDE and who have substantial experience in the Adult Education and Literacy fields. Discussions among readers may occur after each reader has scored the application.

The maximum score for each application is 110 points. Each proposal will be reviewed and scored by two readers using the reviewers' scoring rubric. Next, the two readers will discuss the application and will arrive at a consensus score for the application. Grant awards will be made, subject to the SDE's approval, beginning with the highest scoring application and progressing downward until all available funds are used.

The notification of awards and denial letters will be mailed four to six weeks after the deadline for submission of applications. After the selection process, a copy of reviewers' comments and score sheets will be mailed to each considered applicant from the Director of the Office of Adult and Community Education within the SDE.

M. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed.

An applicant who has submitted a proposal that the SDE does not fund has five calendar days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The State Superintendent will ask the appropriate deputy superintendent to investigate. After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether the application process was followed. There will be no further appeal of the deputy superintendent's decision.

N. Selection Criteria

Grants will be awarded based on a 100-point system that adequately addresses the following criteria:

Narrative Sections	Points Available
Need for Project	15
Project Purpose, Performance Measures, and Evaluation	25
Project Instructional Approach and Materials	30
Project Resources and Organizational Capacity	30
Total Points	100
Competitive Priority (bonus points)	10
GRAND TOTAL	110

O. Deadline and Submission Procedures

1. Only complete application packets will be reviewed or considered for funding.
2. Only applications that adhere to all of these guidelines and directions will be reviewed.
3. Applications will not be returned. Please keep a copy for your records.
4. An original and two copies of the application must be submitted.
5. The original must contain the original signature (in blue ink) of the authorized representative (e.g., superintendent, principal, pastor, executive director, president) for the primary applicant and of the authorized representative for each collaborative partner. Stamped signatures will not be accepted.
6. Applications that are faxed or e-mailed will not be accepted.
7. Do not enclose the application in a notebook, binder, or folder.
8. Staple the application together in the upper left corner of each of the three copies of the application packet.
9. Applications must be received in Room 703 of the SDE no later than 4:00 p.m., Monday, July 31, 2006. Postmarks have no bearing with respect to his deadline.
10. Applications should be addressed to:

Ramona Williams Carr, Education Associate
Office of Adult and Community Education
Division of District and Community Services
South Carolina Department of Education
1429 Senate Street, Room 703
Columbia, South Carolina 29201

PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS

Carefully adhere to font, format, page limit, and organizational requirements. Only narratives that adhere to these requirements will be considered for funding.

A. Application overview

Applications must be assembled in this order:

- Application Cover Page (original signed in blue ink)
- Competitive Priority Application (if applicable)
- Narrative
 - ☐ Statement of Need
 - ☐ Purpose, Performance Measures, and Evaluation
 - ☐ Instructional Approach and Required Materials
 - ☐ Project Resources and Organizational Capacity
 - ☐ Program Information Sheet
 - ☐ Information on Adult Education Teachers
- Budget Form
- Required Forms
 - ☐ Assurances
 - ☐ Terms and Conditions
 - ☐ GEPA Statement

B. Application Narrative Format

Length of Narrative:	Maximum of 10 pages for the narrative. The page limit excludes all forms.
Required Font/Font Size:	Times New Roman or Arial/Size 12
Margins:	1" on all sides
Page Numbers:	Bottom right
Spacing:	Double spacing throughout the narrative. Charts and tables may be single-spaced.

Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

C. Application Narrative Content

Needs Statement

(maximum of 15 points available)

- Explain and document the need for adult basic education, pre-GED, and GED instruction based on your local community (the prison, center, or jail population) and individuals to be served.
- Describe the target population for the services proposed. How many people will be served per semester? Per year?
- How will you ensure services to those most in need?

Purpose, Performance Measures, and Evaluation

(Maximum of 25 points available)

- Explain the *purpose(s)* of the proposed initiative. You may include a short-term and a long-term purpose(s).
- To establish your *performance measures*, complete the chart below (insert appropriate percentages for each performance level) and insert it into the narrative.

Project PERFORMANCE MEASURES	
ABE Beginning Literacy	_____ % of ABE Beginning Literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
ABE Beginning Basic	_____ % of ABE Beginning Basic enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
ABE Intermediate Low	_____ % of ABE Intermediate Low enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
ABE Intermediate High	_____ % of ABE Intermediate High enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
ASE Low	_____ % of ASE Low enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
ASE High	_____ % of ASE High enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.

- Explain the *evaluation procedures* for the initiative. Describe the program measurements. Program outcomes must be identified and evaluation methods and procedures fully

described. Describe how you will evaluate the program's outcomes and prove, using scientific methods, if and how well the project worked. For NRS purposes, programs will need a pre-test and a post-test using Test for Adult Basic Education (TABE). Explain your intake assessment procedure and the use of testing results in determining instructional content and methods.

Instructional Approach and Required Materials

(Maximum of 30 points available)

Describe in detail the instructional approach and materials to be used and how this approach is intended to meet proposed objectives. Strategies and activities must be based on scientifically based, or evidence-based, interventions; they must be related to methods/design that the applicant will pursue to help the client achieve the goal; and they are those things that the target population (client) will do that will advance their abilities. Complete the *Program Information Sheet* and the *Information on Adult Education Teachers* and submit these two forms with your application.

Activities are considered those tasks that the client does to achieve objectives. For example, in a classroom, activities are what the students do to learn.

Strategies are considered those tasks that are the catalyst to help the client achieve objectives. For example, in a classroom, strategies are what the teacher does/plans for the students to do so that they learn.

Project Resources and Organizational Capacity

(Maximum of 30 points available)

Describe the resources of the Adult Education program (human and otherwise) that will be used to implement the project and demonstrate how they are sufficient to meet project goals.

Document the local program's contribution to this initiative. Program must be willing to fund additional instructional hours.

Application Budget

The Budget Form (included in this application package) should be used to provide an accurate budget for each year of the project.

D. Reviewer's Scoring Rubric

Reviewer's Scoring Rubric	
Proposal Narrative	Max. Points
Statement of Need	____/15
<ul style="list-style-type: none"> ▪ The extent to which the need for correctional education program based on the local community and individuals to be served is explained and documented with current local facts and statistics. ▪ The target population for the proposed services is clearly described, and the number of anticipated participants (per semester and per year) is included. ▪ The application clearly explains how those most in need will be identified and served through the program. 	
Purposes, Performance Measures and Evaluation	____/25
<ul style="list-style-type: none"> ▪ The application clearly identifies and explains the proposed program purpose(s). ▪ The Performance Measure chart is completed and included in the narrative. ▪ The completed Performance Measures indicate a high standard for program success. ▪ There is a clear means to measure the program and the learning of the target population. ▪ The extent to which the <u>evaluation plan</u> describes the kinds of data to be gathered, the way the data will be collected and analyzed, and the way the results will be presented can demonstrate that the objectives have been met. ▪ The intake assessment procedure is explained ▪ The application clearly explains how testing results will be used to determine instructional content and methods. 	
Instructional Approach and Required Materials	____/30
<ul style="list-style-type: none"> ▪ The instructional approach is clearly described and explains how the approach will establish progress toward meeting performance measures. ▪ The application identifies specific strategies and activities and shows how they are intended to advance student learning and achieve program measures. ▪ The application identifies the materials to be used. ▪ The extent to which the approach (activities and strategies) and materials are based on scientifically based, or evidence-based, interventions 	
Project Resources and Organizational Capacity	____/30
<ul style="list-style-type: none"> ▪ The resources of the Adult Education program (human and otherwise) that will be used to implement the project are thoroughly explained and document. ▪ The extent to which the application explains how these resources are sufficient to meet project goals. ▪ The extent to which the application documents the local program's contribution to this program, especially how the program will fund additional instructional hours. 	

<ul style="list-style-type: none"> ▪ The Previous Performance form is completed and included in the application. ▪ The extent to which the applicant's previous performance regarding this program is described. 	
Total Number of Points	_____/100
Competitive Priorities (Bonus Points)	_____/10
Only those Correctional Education Initiative programs that received funding in 2005–06, met all statutory requirements, <u>and</u> attained their performance measures are eligible to receive up to a total of 10 extra points. These points will be awarded based on a review of 2005-2006 performance measures, correctional education activities/initiatives, and participation in training opportunities. All applicants who are asking for competitive priority consideration must submit the Competitive Priority Application in this application package.	
Grant Total Points	_____
Budget	0
The extent to which the resources are adequate for accomplishing the stated objectives and are appropriate for the proposed activities. The extent to which all costs, particularly those associated with personnel and equipment, are reasonable and appropriate given the nature and scope of the project. Applicants should ensure that the per-pupil cost is reasonable.	


Reviewer's Comments

1. Strengths of this proposal:

2. Weaknesses of proposal:

3. Summary Comments:

PART III: REQUIRED SDE FORMS

	<p>Correctional Education Initiative 2006-07 Program</p> <p>Cover Page</p>	<p>FOR SDE USE ONLY</p> <p>Date Received: _____</p> <p>Received By: _____</p>
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Application Cover Page

Applicant Information

Name of Adult Education Program	
Program Director	
Mailing Address	
City, State, Zip Code	
Telephone Number	

Adult Education Site Information


Site Location			
Contact Person			
Contact Person's Title			
E-mail Address			
Office Telephone		Fax:	
Mailing Address			
City, State, Zip Code			
Signature of Contact Person: _____			

Adult Education Site Information

Site Location			
Contact Person			
Contact Person's Title			
E-mail Address			
Office Telephone		Fax:	
Mailing Address			
City, State, Zip Code			
Signature of Contact Person: _____			

Certification: I hereby certify that to the best of my knowledge the information and data contained in this application are true and correct. The applicant's governing body has authorized this application and document, and the applicant will comply with the attached assurance if the grant is awarded.

Signature of Superintendent/CEO/Board Chair	Date
Signature of Chief Financial Officer	Date

	<p>Correctional Education Initiative 2006-07 Program</p> <p>Competitive Priority Application</p>
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Competitive Priority Application

☐ We are eligible for and request consideration for the Competitive Priority Points

Name of Adult Education Program _____

Number of sites: 2004-2005 _____ 2005-2006 _____

Number of instructional hours offered weekly: 2004-2005 _____ 2005-2006 _____

Total number of weeks program offered: 2004-2005 _____ 2005-2006 _____

Date classes began and ended: From ____/____/2004 To ____/____/2005
 From ____/____/2005 To ____/____/2006

Complete this chart based on performance measures for 2004-2005 and 2005-2006.

PERFORMANCE MEASURES	2004-2005			2005-2006		
	Total Number Enrolled	Number Completed Level	Percentage Completing Level	Total Number Enrolled	Number Completed Level	Percentage Completing Level
ABE Beginning Literacy						
ABE Beginning Basic						
ABE Intermediate Low						
ABE Intermediate High						
ASE Low						
ASE High						

List name and date of SDE-sponsored classes or trainings attended by staff and teachers **involved in this initiative** and indicate how many participated.

Briefly describe the successful Correctional Education activities and initiatives of your program.



Correctional Education Initiative
2006-07 Program

Program Information Sheet

Program Information Sheet for 2006-07

Name of Applicant: _____

Correctional Education Initiative Dates: From ____/____/2006 To ____/____/2007

Estimated Total Enrollment: ____

Complete the schedule chart below.

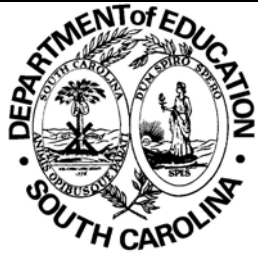
CLASS LOCATION (Building and Room #)	TIME	DAYS	# WEEKS PER YEAR	METHOD (1; 2; 3; 4)	SERVICES PROVIDED (5)

METHOD:

1. Tutoring One-on-One
2. Small Group Instruction (3-6 learners)
3. Large Group Instruction (> 6 learners)
4. Computer-Assisted Instruction

ADDITIONAL SERVICES PROVIDED:

5. Assistance by a transitional specialist



Correctional Education Initiative
2006-07 Program

Information on Adult Education Teachers

Information on Adult Education Teachers

Complete for each teacher. Make additional copies as needed.

Name of Instructor:		Email Address:
Home Address:		
City/State/Zip Code:		
Education Level:		
SC Teaching Certificate Number:	Areas of Certification:	
Years of Experience in Adult Education:		
Completed <i>GED Teacher Academy</i> ?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Name of Instructor:		Email Address:
Home Address:		
City/State/Zip Code:		
Education Level:		
SC Teaching Certificate Number:	Areas of Certification:	
Years of Experience in Adult Education:		
Completed <i>GED Teacher Academy</i> ?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Name of Instructor:		Email Address:
Home Address:		
City/State/Zip Code:		
Education Level:		
SC Teaching Certificate Number:	Areas of Certification:	
Years of Experience in Adult Education:		
Completed <i>GED Teacher Academy</i> ?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Name of Instructor:		Email Address:
Home Address:		
City/State/Zip Code:		
Education Level:		
SC Teaching Certificate Number:	Areas of Certification:	
Years of Experience in Adult Education:		
Completed <i>GED Teacher Academy</i> ?		<input type="checkbox"/> Yes <input type="checkbox"/> No



Correctional Education Initiative
2006-07 Program

Budget Form

Budget Form

Complete and submit this form so that the total requested funds equals no more than \$20,500. You may insert text into the chart below as needed for clarification.

Object Category	Requested Funds for 06-07	In Kind from Applicant	Total for 06-07	Requested Funds for 07-08	In Kind from Applicant	Total for 07-08
Personnel (Teacher Salaries) (100)- 13 instructional hours per week for 48 weeks.						
Employee Benefits (200)						
Purchased Services (300). The maximum request for purchased services is \$1,000.						
Supplies and Materials (400) Materials for Students (# of students x \$25). The maximum request for supplies and materials is \$3,000.						
Total	\$20,500			\$20,500		

Signatures

Adult Education Program Director

Date

Authorized Agency Representative

Date

Assurances

As the duly authorized representative of _____,
I certify that this applicant (Please print or type name of applicant.)

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.

The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2004)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2004)) if the amount of this award is \$50,000 or more.

Signature of authorized official

Date

Signature of authorized financial official

Date

Terms and Conditions

(Page 1 of 2)

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination.** The SDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

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J. Audits

- Entities expending \$500,000 or more in federal awards:

Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to sub recipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than \$500,000 in federal awards:

Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

K. Records. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

L. Reduction in Budgets and Negotiations. The SDE reserves the right to negotiate budgets with potential grantees. The SDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SDE may desire to fund a project but not at the level proposed. In that case the SDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SDE.

M. Amendments to Grants. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Signature of authorized official

Date

Signature of authorized financial official

Date

Instructions for Creating GEPA Compliance Statements

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Beginning ABE Literacy <i>Test Benchmark:</i> <i>TABE (7–8 and 9–10) scale scores (grade level 0–1.9):</i> Reading: 367 and below Total Math: 313 and below Language: 389 and below <i>CASAS scale scores:</i> Reading: 200 and below Math: 200 and below Writing: 200 and below <i>ABLE scale scores (grade level 0–1.9):</i> Reading: 523 and below Math: 521 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education <i>Test Benchmark:</i> <i>TABE (7–8 and 9–10) scale scores (grade level 2–3.9):</i> Reading: 368–460 Total Math: 314–441 Language: 390–490 <i>CASAS scale scores:</i> Reading: 201–210 Math: 201–210 Writing: 201–225 <i>ABLE scale scores (grade level 2–3.9):</i> Reading: 525–612 Math: 530–591	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Intermediate Basic Education Test Benchmark: <i>TABE (7–8 and 9–10) scale scores (grade level 4–5.9):</i> Reading: 461–517 Total Math: 442–505 Language: 491–523 <i>CASAS scale scores:</i> Reading: 211–220 Math: 211–220 Writing: 226–242 <i>ABLE scale scores (grade level 4–5.9):</i> Reading: 613–644 Math: 593–641	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.
High Intermediate Basic Education Test Benchmark: <i>TABE (7–8 and 9–10) scale scores (grade level 6–8.9):</i> Reading: 518–566 Total Math: 506–565 Language: 524–559 <i>CASAS scale scores:</i> Reading: 221–235 Math: 221–235 Writing: 243–260 <i>ABLE scale score (grade level 6–8.9):</i> Reading: 646–680 Math: 643–693 <i>WorkKeys scale scores:</i> Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Adult Secondary Education Test Benchmark: <i>TABE (7–8 and 9–10): scale scores (grade level 9–10.9):</i> Reading: 567–595 Total Math: 566–594 Language: 560–585 <i>CASAS scale scores:</i> Reading: 236–245 Math: 236–245 Writing: 261–270 <i>ABLE scale scores (grade level 9–10.9):</i> Reading: 682–697 Math: 694–716 <i>WorkKeys scale scores:</i> Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, graphs and can develop own tables and graphs; and can apply math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.
High Adult Secondary Education Test Benchmark: <i>TABE (7–8 and 9–10): scale scores (grade level 11–12):</i> Reading: 596 and above Total Math: 595 and above Language: 586 and above <i>CASAS scale scores:</i> Reading: 246 and above Math: 246 and above Writing: 271 and above <i>ABLE scale scores (grade level 11–12):</i> Reading: 699 and above Math: 717 and above <i>WorkKeys scale scores:</i> Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.